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ABSTRACT

Developed as a result of a Pennsylvania State Board of Education mandate that all junior high school students should receive one planned course that would improve reading instruction, promote student reading achievement, and advance positive attitudes toward reading to the extent that students would be equipped with wholesome and productive lifelong reading habits, this publication includes information designed to facilitate implementation of such a course. Areas covered include minimum requirements for the planned course; three suggested models (separate, integrated, and innovative) for implementation of a planned course; and information regarding assessment, grouping, peer tutoring, school volunteers, inservice training, and information resources. Anticipated questions are addressed, and task force members are listed. (DF)

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GUIDELINES FOR THE JUNIOR HIGH SCHOOL

READING CURRICULUM REGULATION

Pennsylvania Department of Education
Bureau of Curriculum Services
Box 911
Harrisburg, PA 17126
May, 1978

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CS004798

The Division of Communication Arts, Bureau of Curriculum Services, wishes to thank the members of the Guidelines Task Force, representing the educational community of the Commonwealth, for their invaluable assistance in drafting this document.

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Department of Education
Caryl M. Kline, Secretary

Office of Basic Education
Frank S. Manchester, Commissioner
Harry K. Gerlach, Deputy Commissioner

Bureau of Curriculum Services
David C. Campbell, Director

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I. THE REGULATION: RATIONALE AND CONDITIONS

In January 1978 the Pennsylvania State Board of Education, acting on the recommendation of the Pennsylvania Department of Education's Bureau of Curriculum Services, Division of Communication Arts, adopted the following revised junior high school reading regulation:

> At least one planned course for all students, providing instruction in developmental and functional reading skills with extensive experience in informational and recreational reading. Instruction should be commensurate with the ability of individual students, should advance student competence in reading and subject areas and nurture positive attitudes toward reading and the effective use of language.

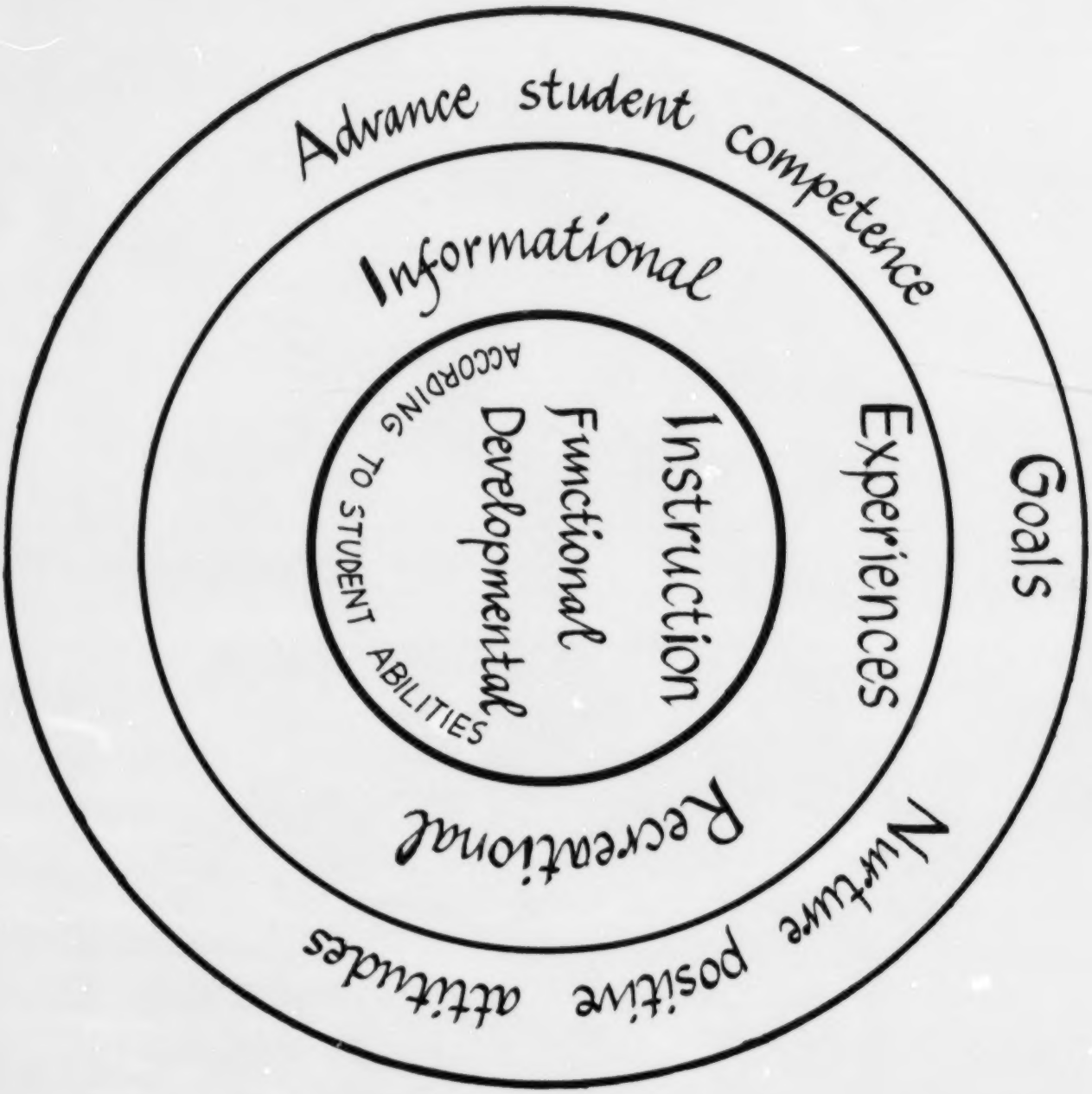
This revision was designed to eliminate the confusion and misinterpretations fostered by the vague references and ambiguities of the former regulation.

The substance of the mandate ensures all junior high school students one planned course that will improve reading instruction, promote student reading achievement and advance positive attitudes toward reading to the extent that students will be equipped with wholesome and productive life-long reading habits. Because it embraces the principal elements of a comprehensive reading program, the new regulation serves to reflect the department's commitment to the total language experience outlined in the Pennsylvania Comprehensive Reading and Communication Arts Plan (PCRP).

This regulation became effective March 11, 1978. During the 1978-79 school year the Department of Education will provide in-service through publications, workshops, conferences and/or technical assistance. Diagnosis, planning, development and implementation will be emphasized.

As soon as appropriate, each Commonwealth school district should develop an action plan for implementating the junior high school reading regulation. The action plan should assure full implementation by July 1, 1979.

II. DIAGRAM OF THE REGULATION



III. DEFINITIONS

A. *"At least one planned course....."* A school district can meet the minimum requirements of this regulation by offering one planned course in reading during any one of the junior high years (grades 7, 8 or 9).

B. *"...for all students...."* The course must be offered to all students.

C. Developmental Reading

Reading skills instruction which includes:

- Accurate assessment of the student's current level of achievement.
- Sequential and systematic reading instruction from that point.
- Advancement of the student's skills as much as possible within the time provided.
- Extension into all content areas with the shared responsibility of all teachers.
- Instruction in functional reading.
- Experiences in informational and recreational reading.

D. Functional Reading

The application of reading skills to practical life situations both in and out of school.

E. Informational Reading

Those reading skills needed in gathering, understanding, organizing, and evaluating information from a variety of sources: textbooks, reference works, magazines, newspapers, catalogues, etc.

F. Recreational Reading

Experiences designed to broaden the student's awareness of aesthetic qualities and differing values to develop positive attitudes toward reading, and establish it as a regular and enjoyable part of a student's daily life.

IV. PLANNED COURSE

A. This regulation can be found in the Regulations of the State Board of Education of Pennsylvania (Chapter 5, Section 5.73). For course planning purposes only, a unit of credit shall be defined as a planned course of 120 clock hours. The suggestions below expand these requirements and provide suggestions for developing a planned course in reading.

B. To meet minimum requirements and provide extensive experience in reading, a planned course should include:

1. A written statement of objectives to be achieved by students:

   a. Objectives should be measurable and provide for different abilities of children.

   b. Objectives should include the responsibilities of subject teachers as well as reading teachers and/or specialists.

   c. Representatives of all involved groups (administrators, teachers, parents, students) should participate in formulating and/or responding to these objectives.

   d. Objectives should be realistic in terms of the time allotted for reading instruction, especially in integrated courses.

2. Content used to reach objectives for which credit is awarded at the junior high level:

   a. The model selected.

   b. Organizational and grouping patterns which provide for individual differences.

   c. Selected samples of instructional activities and strategies.

   d. Resources (print and non-print materials).

3. Expected levels of achievement:

   a. These should be established for each individual through appropriate "pre" and "post" testing.

   b. EQA Reading assessment test results will prove valuable in planning programs for 9th grade students.

4. Procedures for Evaluation should:

   a. Reflect the stated objectives of each course.

   b. Be appropriate for the instructional mode selected.

   c. Be descriptive: interest inventories, informal inventories, essays and observations.

   d. Be curriculum-related: teacher-made tests, criterion-referenced tests.

   e. Include attitude assessment.

V. SUGGESTED IMPLEMENTATION MODELS

The mandate for a planned course in reading at the junior high school level (grades 7, 8, 9) can be implemented in a variety of ways. Three models for implementation of the junior high mandate are offered here: a separate course model, an integrated course model, and an innovative model.

A. The Separate Course Model

1. Definition

The separate course model is one in which reading is taught as a separate course. The separate course should be carefully planned to complement and strengthen the total junior high instructional program.

Junior high teachers of content courses should be informed as to the purpose and scope of the separate reading course and plan a significant role in assisting students in their daily application of reading and study skills.

2. Content

The content of the separate course should include reading and study skills. The experiences and instruction should nurture positive attitudes toward reading and encourage students to acquire a lifelong habit of reading. Transfer and application of reading and study skills are primary goals of the planned course.

Particular attention should be paid to assessment of student needs and interests and to the measurement of student progress.

The separate reading course should address each of the elements of the mandate and be of sufficient duration and rigor to make a substantial contribution to the school district's educational program.

3. Staffing the Separate Course

Certified reading specialists should teach the separate course.

If a school district is unable to assign or employ a reading specialist because of a shortage of this type of professional person, it may do one of the following:

a. Assign any person certified in reading or certified as an elementary teacher.

b. Assign any employed certified teacher. This requires formal Pennsylvania Department of Education approval and includes holding an emergency certificate in reading and being enrolled in an approved preparation program leading to reading certification and completion of four courses (8-12 semester hours) in the preparation program each calendar year.

Only a certificated supervisor of reading shall be assigned supervisory responsibilities over reading activities. In the absence of a certificated supervisor of reading (including a person holding the emergency certificate for this purpose), either the supervisor of curriculum and instruction, assistant superintendent, or principal of the respective grade levels at which reading instruction is offered may assume programmatic supervisory duties.

B. The Integrated Course

1. Definition

An integrated planned course is one that combines a reading instructional program with one or more content areas: for example, reading and American history. The

course should be team taught. The instructional team must share the responsibilities of planning, teaching and evaluating the course.

2. Content

The integrated course must include instruction in reading and study skills based on diagnosis (formal and informal) of student needs. Students should be appropriately grouped for purposes of instruction. Emphasis should be placed on study skills, vocabulary, and comprehension.

The integrated course should provide direct and immediate application of reading and study skills for understanding of concepts and mastery of processes.

3. Staffing and Integrated Course

a. The instructional team should consist minimally of a teacher(s) certified in the content area and a reading specialist.

b. If a school district is unable to assign or employ a reading specialist because of a shortage of this type of professional person, it may do one of the following:

(1) Assign to the team any person certified in reading or certified as an elementary teacher.

(2) Assign the certified content area teacher. This requires formal Pennsylvania Department of Education approval and includes holding an emergency certificate in reading and being enrolled in an approved preparation program leading to reading certification and completion of four courses (8-12 semester hours) in the preparation program each calendar year.

Only a certificated supervisor of reading shall be assigned supervisory responsibilities over reading activities. In the absence of a certificated supervisor of reading (including a person holding the emergency certificate for this purpose), either the supervisor of curriculum and instruction, assistant superintendent, or principal of the respective grade levels at which reading instruction is offered may assume programmatic supervisory duties.

C. The Innovative Model

1. If a school district does not find the separate or integrated course models appropriate, then it should consider developing an innovative program. An innovative instructional program is specifically designed to meet the unique needs of some or all of its students in ways administrators, teachers, and the community decide are most appropriate. The innovative program must include the instruction, experiences, and goals of the regulation.

2. Special Requirements for Innovative Programs

A school district requesting approval of an innovative program must submit to the Department of Education's Office of Local Districts a planned course

description and a staffing plan which specifies the job description for each position and the certification to be held by the professional personnel assigned.

The Department of Education's approval of the innovative program shall include approval by the director, Bureau of Teacher Certification, of the certification required for assignment to specific positions.

VI. FURTHER CONSIDERATIONS WHEN IMPLEMENTING A COURSE MODEL

A. Assessment

Assessment should include attitude and interest surveys as well as formal and/or informal diagnosis.

B. Grouping

A variety of grouping techniques can be used if they seem appropriate and prove effective in achieving the goals of the instructional program.

C. Peer Tutoring

Numerous studies support the values of this instructional approach. See Daniel Fader's *Hooked on Books*, Chapter II.

D. School Volunteers

Parents and community persons can provide valuable assistance and support for the junior high reading program.

E. In-service

In-service education for the administrative and teaching staffs, parents, and community is essential for the success of the reading program. In-service should be comprehensive and distinctive, as well as part of a larger on-going district program. Appropriate in-service programs might include workshops on the following:

- PCRP
- Skill Development
- Recreational Reading
- Team Teaching (content area teachers and reading specialists in partnership with each phase of the process)
- Reading in the Content Areas
- Reading for Exceptional Students
- Materials and Methods
- Classroom Management
- Teaching Strategies
- Evaluation

VII. QUESTIONS AND ANSWERS

Since the new regulation may generate some uncertainty with respect to curriculum planning and design at the local level, the following questions and answers are submitted to help clarify the department's posture regarding the implementation of the regulation:

1. **How long does the course have to be?**

   The length of the course(s) is dependent upon the needs of the population it serves. The breadth of the course's objectives, content, levels of achievement and the extent of its evaluative process should reflect this need.

2. **Is the intent of the regulation to provide a separate reading course?**

   The regulation does not necessarily require a separate course called reading. A separate course may be designed with appropriate planning and personnel; on the other hand, an integrated course using team teaching by a content teacher and reading specialist in a cooperative effort may be just as valid.

3. **Doesn't the idea of presenting a planned course in reading run counter to the integration of all language skills as set forth in the PCRP?**

   By offering the students a range of reading instruction and experiences (developmental, functional, informational, and recreational), the regulation underscores the importance of a total language approach to learning proposed by the PCRP. The intent of the plan, as well as the mandate, is to focus on addressing the whole child by exploring cognitive as well as affective educational experiences. Too frequently separate courses are designed only when there is evidence of a major student deficiency. The new regulation provides all students - even those reading at grade level or above – with instructional and an opportunity for explorations in reading.

4. **Will a school district comply with the new regulation if it provides reading instruction within a subject area course -- for example, English class?**

   If the district employs the State Board's definition of a planned course, and if the appropriate personnel teach the course (see page 5, *"The Integrated Course"*), then the district may be in compliance with the regulation.

5. **Isn't reading an integral part of every subject within the instructional program? If so, why a specific regulation regarding reading?**

   Reading certainly is an essential element of every subject within any given instructional program. It is also true that reading is a learned process encompassing many skills and that the mastering of these skills allows students to pursue all types of reading experiences. In addition to learning and applying skills, the regulation places emphasis on an internalizing process which equips every student with a personal sense of selectivity and taste. Thus, this "process plus" provided by the regulation will serve to support and reinforce all reading instruction in schools.

6. **Is the basic intent of the regulation to ensure developmental reading in the junior high school curriculum?**

   The basic intent is to provide instruction in developmental *and* functional reading skills, as well as experiences in informational and recreational reading.

7. **Must a junior high school foreign language program be sacrificed for the implementation of a junior high school reading course?**

It is unfortunate that the adoption of the regulation would be thought to suggest this type of either/or situation. The purpose of all curriculum mandates is to attend to the instructional needs of every student in the Commonwealth. The intent here is to improve learning skills and advance student literacy. The complete set of regulations governing the junior high curriculum suggests that reading and foreign language need not be mutually exclusive programs.

8. **What implications does the regulation have for the gifted student?**

The regulation specifies very clearly that *"instruction should be commensurate with the ability of individual students..."* To that end, school districts should provide instruction and activities appropriate for the gifted child. A program providing for critical reading skills and extensive reading experiences that will extend and advance the student's abilities and that will appropriately connect with the curriculum provisions already set forth for the gifted child would be desirable.

9. **What does the regulation mean for the student with special reading difficulties?**

Although some students may require special help and special learning environments, the goals, experiences and instruction included in this regulation are appropriate for all students.

10. **Does the adoption of the new regulation mean that reading skills presently taught through content areas should be abandoned?**

The department hopes that all reading instruction within the content areas will continue so that the reading skills will be constantly applied, extended and thereby strengthened. However, such instruction cannot be considered sufficient to meet the requirements and intent of these regulations unless the instruction is planned and executed by an instructional team consisting of a content teacher and a person properly certified to teach reading (see page 6, *"Staffing and Integrated Course -b"*)

VIII. RESOURCES

The following chart has been designed to serve as a general guide in locating possible sources of information on junior high school reading programs.

The sources of information have been grouped into five categories across the top of the chart: intermediate units, middle schools/junior/senior high schools, colleges and universities, professional organizations, and the Pennsylvania Department of Education. The sources of information are then subdivided into six categories: personnel, materials, programs, tests, in-service programs, and possible funds.

By going down each of the five source columns, the user can then determine (1) the personnel that might be contacted, (2) the types of materials that may be available, (3) the types of programs in operation, (4) the types of in-service programs offered, (5) where to find information on testing programs, and (6) possible funding sources. Further elaboration on some of the items included in the chart and other sources of information are provided in the following pages.

The Resource Chart is by no means a comprehensive resource guide. It is intended as a basic reference for school districts seeking information on junior high school reading programs.

RESOURCE CHART

	Intermediate Unit	Middle School Jr./Sr. High School	Colleges and Universities	Professional Organizations	
Personnel	Program Specialist Curriculum Specialist	Guidance Counselor Reading Specialist Reading Supervisor Reading Coordinator	Reading/Language Arts Staff Director - Elementary Education Director - Secondary Education Reading Program	(See F on pp. 15, 16, 17)	Pennsylvania Department of Education Bureau of Curriculum Services David Campbell, Director John Meehan Frederica Haas Evelyn Miller
Materials	Instructional Media Centers (see attached list)	School Library Local Instructional Media Centers Reading is Fundamental	Reading Clinics and Related Special Service Clinics Learning and Research Development Center - University of Pittsburgh	Professional Organization Newsletters and Publications	PCRP Criteria for Excellence PCRP Audiovisual Tapes Working Papers Reltated to PCRP
Programs	Research and Information Services for Education (RISE) through RUS Curriculum Specialist Program Specialist	Check with above personnel concerning local exemplary reading programs	Undergraduate-graduate Courses Seminars and Workshops	Check with professional organizations	Right to Read Instructional Support Services Project 81 Title I and Title IV-C Pa. School Improvement Project (PSIP)
Tests	Check with IU Resource Centers for sample tests RISE	Check with Guidance Counselor concerning local testing policy	Psychology Department Reading Department Learning and Research Development Center University of Pittsburgh	(See J on p. 19)	Educational Quality Assessment (EQA) Division of Research Pupil Personnel Services
In-Service	Outreach Training Program (Right to Read) Technical Assistance (Right to Read)	Teacher In-service Days	Conference Graduate Programs Workshops & Seminars	Conferences	Conferences Office of Executive Academy/In-Service Education Shippensburg Curriculum Conference
Possible Funds	Not Available	Reading is Fundamental PTO/PTA Groups	Not Available	Not Available	Title I Title IV-B and IV-C Title VII

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A. Right to Read

Pennsylvania was one of the first states to make a commitment to the national Right to Read effort. Pennsylvania continues to receive money from the United States Office of Education to conduct a State Leadership and Training Program for teachers in local districts so they can become Right to Read directors and promote reading improvement within their own communities. *A Pennsylvania Comprehensive Reading/Communication Arts Plan* (PCRP) will serve as the focus of all literacy improvement activities supported by the Right to Read State Leadership and Training Program in the next year. PCRP, which has received the support of state and national leaders, provides a means by which local educational agencies can assess current programs and practices and develop plans to provide sound instructional programs. The goals of PCRP are to improve student achievement in the language arts and to improve student attitudes toward reading and the effective use of language.

Outreach Training Program

The Outreach Training Program is the in-service component of Right to Read. The final phase of the Outreach Program, which will operate in the next funding year, will provide a final opportunity for five intermediate units to conduct full-scale training programs of 180 hours. Other intermediate units will be able to submit plans for special interest seminars on PCRP and junior high school reading programs.

Technical Assistance

The Technical Assistance Program provides an opportunity for Right to Read districts to follow-up on and further extend the training provided in the Outreach Training Program. Technical Assistance will continue to be administered to participating Right to Read districts next year through in-service seminars and workshops by special technical assistant consultants drawn from a cadre of talented teachers, scholars, and administrators. The major purpose of the Technical Assistance Program is to implement effective instructional practices, including specific approaches to the teaching and learning of reading and the communication arts.

B. PCRP Audiovisual Tapes

A set of six tapes entitled *A Pennsylvania Comprehensive Reading/Communication Arts Plan*, by Dr. Morton Botel, is available for duplication. In order to receive copies, send 1/2" E.I.A.J. or 3/4" video cassettes (each 1 hour in length) to the following address:

Audiovisual Duplication Center
Pennsylvania Department of Education
Room G-50
Box 911
Harrisburg, PA 17126

Please indicate by title which tapes you would like duplicated:

#1 - Overview of PCRP

#2 - The First Three Critical Experiences

#3 - The Fourth Critical Experience

#4 - The Fourth Critical Experience - Part 2

#5 - Criterion-Referenced - Standardized Testing

#6 - Parent Involvement/Comprehensive Evaluation

If you have any questions concerning these tapes, call the Communication Arts Office at (717) 783-3946.

C. **Reading is Fundamental (RIF)**

Reading is Fundamental (RIF) is a national nonprofit organization seeking to motivate children to read by giving them the opportunity to choose and own inexpensive books. Federal funds are available to match, dollar for dollar, local, nonfederal funds for the purchase of books to be used in the program. A minimum of $100 to a maximum of $150,000 is available to each approved project during the course of one contract year.

Application forms and information about funding may be obtained from:

Inexpensive Book Program
Reading Is Fundamental, Inc.
L'Enfant 2500
Smithsonian Institute
Washington, DC 20560
Phone: (202) 381-6117

Questions regarding RIF may be directed to:

Evelyn Miller
Program Adviser, Communication Arts
Pennsylvania Department of Education
Bureau of Curriculum Services
Box 911
Harrisburg, PA 17126
Phone: (717) 783-3946

D. **Pennsylvania School Improvement Project (PSIP)**

The Pennsylvania School Improvement Project, involving 10 pilot school districts from Northwest Tri-County and Colonial Northampton Intermediate Units, and research and development agencies provide help to impoving instructional programs in reading and mathematics. The objectives of the Pennsylvania School Improvement Project are (1) to help schools analyze their needs in reading and mathematics areas, (2) to help schools improve student performance by using validated instructional programs and techniques found to be effective through research and development activities. For more information, contact:

Pennsylvania School Improvement Project
Pennsylvania Department of Education
Box 911
Harrisburg, PA 17126

E. **Project RISE (Research and Information Services for Education)**
198 Allendale Road
King of Prussia, PA 19406
(215) 265-6065

Project RISE is a statewide information center which responds to requests from educators by providing information drawn from national, state, regional, and local resources. Project RISE is primarily federally funded and operates under the joint sponsorship of the Montgomery Intermediate Unit and the PDE. A statewide network has been established by RISE in order to make information services available to all educators in the Commonwealth. Most of the 29 intermediate units have a staff person trained by RISE in the role of Resource Utilization Specialist (RUS) who functions as a link between local district personnel and the information service available from RISE. With a few exceptions, all intermediate units have agreements with RISE for a specific level of information service. There is no charge directly to district personnel for this service. School personnel in participating intermediate units should place their requests through the RUS in their intermediate units. Other clients are asked to submit requests directly to RISE and include pre-payment for services desired. An up-to-date price list may be obtained by contacting RISE.

National Diffusion Network

RISE serves as the Pennsylvania state facilitator for the National Diffusion Network. Information concerning exemplary national and state projects which have been evaluated and found successful as models worthy of being copied by districts is available from RISE.

Pennsylvania Diffusion Plan

RISE offers help to educators through the Pennsylvania Diffusion Plan. Model projects in Pennsylvania are evaluated and approved by the Pennsylvania Diffusion Panel. In cooperation with the PDE's Office of Planning and Evaluation, RISE provides awareness materials concerning these projects.

ERIC

RISE taps the Educational Resources Information Centers (ERIC) for information. The following ERIC's will provide valuable feedback. They may be contacted through RISE or directly:

Educational Resources Information Center (ERIC)
(CENTRAL ERIC)
National Institute of Education
Washington, DC 20208
(202) 254-5555

ERIC
Clearinghouse on Reading and Communication Skills
NCTE
1111 Kenyon Road
Urbana, IL 61801
(217) 328-3870

ERIC Clearinghouse on Handicapped and Gifted Children
Council for Exceptional Children
1920 Association Drive
Reston, VA 22091
(703) 620-3660

ERIC Clearinghouse on Information Resources
Syracuse University
School of Education
Syracuse, NY 13210
(315) 423-3640

ERIC Clearinghouse on Tests, Measurement, and Evaluation
Educational Testing Service
Princeton, NJ 08540
(709) 921-9000 Ext. 2176

F. Professional Organizations Related to Reading

Organization	Current President
National	
International Reading Association (IRA) Headquarters 800 Barksdale Road Newark, Delaware 19711 (301) 731-1600	Dr. Dorothy Strickland Kean College of New Jersey Morris Avenue Union, New Jersey 07083 (201) 527-2000
National Council of Teachers of English (NCTE) Headquarters 1111 Kenyon Road Urbana, Illinois 61801	Dr. Marjorie Farmer Director Reading, English, Language Arts School District of Philadelphia Parkway at 21st St. Philadelphia, PA 19103 (215) 299-7787
American Library Association (ALA) Headquarters 50 E. Huron St. Chicago, Illinois 60611 (312) 944-6780	Mr. Robert Wedgeworth Director
Speech Communication Association 5205 Leesburg Pike Falls Church, Virginia 22041 (703) 379-1888	Dr. William Work Executive Secretary
State	
Keystone State Reading Association (KSRA)	Mr. Louis Oliastro Reading Center Coordinator California State College California, PA 15419 (412) 437-0667
Pennsylvania Council of Teachers of English (PCTE)	Mrs. Darthy Davis Southern Columbia Jr./Sr. High School R. D. #2, Box 150A Catawissa, PA 17820 (717) 356-2331
Speech Communication Association of Pennsylvania (SCAP)	Dr. Edwin Kelly 705 Hood Boulevard Fairless Hill, PA 19030 (215) 943-6200

Organization State (Continued)	Current President
Pennsylvania Association of Elementary School Principals (PAESP)	Mr. Lawrence R. Belli Willow Dale Elementary School Warminster, PA 18974 (215) 672-7100
Pennsylvania Association of Secondary School Principals (PASSP)	Mr. Thomas Chilcote Spring Ford Senior High School Lewis Road Royersford, PA 19468 (215) 948-7500
Pennsylvania Association of School Administrators (PASA)	Dr. Edgar Holtz Superintendent Hampton Township School District 4482 Mt. Royal Boulevard Allison Park, PA 15101 (412) 486-6000
Pennsylvania Association for Supervision and Curriculum Development (PASCD)	Dr. John Reitz Director of Curriculum and Special Services Wilson School District Grandview Boulevard West Lawn Reading, PA 19709 (215) 678-8065
Council of Organizations for Education (COE)	Dr. Robert B. Brumbaugh Kutztown State College Kutztown, PA 19530 (215) 683-3511
Pennsylvania Association of Intermediate Units (PAIU)	Mr. Phillip R. Phelps Executive Director Midwestern Intermediate Unit Maple Street Grove City, PA 16127 (412) 458-6700
Pennsylvania School Boards Association (PSBA)	Mr. Edward C. Check 637 Shaw Avenue McKeesport, PA 15132 (412) 672-8000
Pennsylvania State Education Association (PSEA)	Mr. J. Francis Moran 400 North Third Street Harrisburg, PA 17101 (717) 255-7000 (until September)
Pennsylvania Congress of Parents and Teachers (PCPT)	Mr. Frank Vollero, Jr. 125 Laurie Drive Pittsburgh, PA 15735 (412) 795-3000

Organization	Current President
State (continued)	
Pennsylvania Association of Federal Program Coordinators (PAFPC)	Mr. Gary Crissman Federal Program Coordinator Central Dauphin School District 600 Rutherford Road Harrisburg, PA 17109 (717) 545-7403 Ext. 226
Pennsylvania Educational Research Association (PERA)	Dr. James Mauch Professor of Higher Education and Education Administration University of Pittsburgh 503 Continental Insurance Building Pittsburgh, PA 15260 (412) 624-4994
Pennsylvania Federation of Teachers (PFT)	Ms. Sunny Richman 1816 Chestnut St. Philadelphia, PA 19103 (215) 567-1300

G. Library Media Examination Centers

The Department of Education, Bureau of Instructional Support Services, Division of School Library Media Services, provides materials in certain specially stocked library media examination centers on a shared-cost basis with five public educational agencies. Teachers, librarians and administrators are urged to visit one of these centers to examine instructional materials.

Professional consultative services are also provided in these branches. Such services include assistance to educational agencies in evaluation of current instructional materials collections; short-and-long-range planning for acquisitions of instructional materials consistent with the educational programs of the education agencies; administration, organization, and use of instructional materials; selection of instructional materials; effective planning of quarters, staff utilization, and scheduling in libraries.

The addresses of these centers:

SOUTH CENTRAL AREA BRANCH
Lancaster-Lebanon I.U. #13
Landisville Learning Center
200 Church Street
Landisville, PA 17538
1-717-898-7287
(Mrs.) Jane Richter, Director

NORTHWESTERN AREA BRANCH
Northwestern Tri-County I.U. #5
252 Waterford Street
Edinboro, PA 16412
1-814-734-5610 (Ext. 234)
(Mrs.) Linda Cook, Director

EASTERN AREA BRANCH
Philadelphia School District
Horn Curriculum Center
Frankford and Castor Avenue
Philadelphia, PA 19124
1-215-535-0545
(Mrs.) Alice P. Bartz, Director

WESTERN AREA BRANCH
Allegheny County I.U. #3
Two Allegheny Center, Suite 1300
Pittsburgh, PA 15212
1-412-323-5700
(Mrs.) Adele Patterson, Director

NORTHEASTERN AREA BRANCH
Luzerne Intermediate Unit #18
368 Tioga Avenue
Kingston, PA 18704
1-717-287-9681
(Miss) Loretta Farris

H. Publishers

For information concerning publishers of instructional materials, write for the latest **Pennsylvania Educational Salesmen's Club Directory** at the following address:

Edward R. Shank
P. O. Box 294
Elizabethtown, PA 17022
(717) 367-3354

I. Educational Products Information Exchange Institute (EPIE)

475 Riverside Drive
New York, NY 10027
212-866-3600

EPIE Institute is the nation's only educational consumers' agency. Chartered by the Regents of the University of the State of New York, EPIE is a private, nonprofit, noncommerical agency. Its purpose is to help school people choose wisely from among the growing number of educational products and to help teachers make the most effective use of instructional materials and equipment. Results of studies conducted by EPIE on the selection and use of instructional materials are available in *EPIE Reports*. Contact the above address for information.

J. Additional Sources of Information

Research for Better Schools, Inc.
Suite 1700/1700 Market Street
Philadelphia, PA 19103

CEMREL, Inc.
An Educational Laboratory
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Laubach Literacy Foundation
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The Great Books Foundation
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Far West Laboratory for Education
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The CO-OP
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IX. TASK FORCE MEMBERS

A guidelines task force, made up of the people listed below, drew up first draft papers from which these guidelines were developed. Dr. Paul Kazmierski, Director of the Learning Development Center of Rochester Institute of Technology served as the task force leader.

JUNIOR HIGH READING TASK FORCE

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